



Arizona Department of Education
MEGA Conference
November 16, 2011

Building a Better School Day and Year with Expanded Learning Time

Session Materials

<http://www.timeandlearning.org/?q=node/126>

Who Are We?

The **National Center on Time & Learning (NCTL)** is dedicated to expanding learning time to improve student achievement and enable a well-rounded education.

Through **research, public policy, and technical assistance** we support national, state, and local initiatives that add significantly more school time to help children meet the demands of the 21st century.

Today's Key Messages

- ➡ **More Learning Time is Essential**
- ➡ **It can be done. It is being done. It works.**
- ➡ **Creativity is the key. The mold needs to be broken**

Getting Your Attention



Adding 20 school days for no additional cost

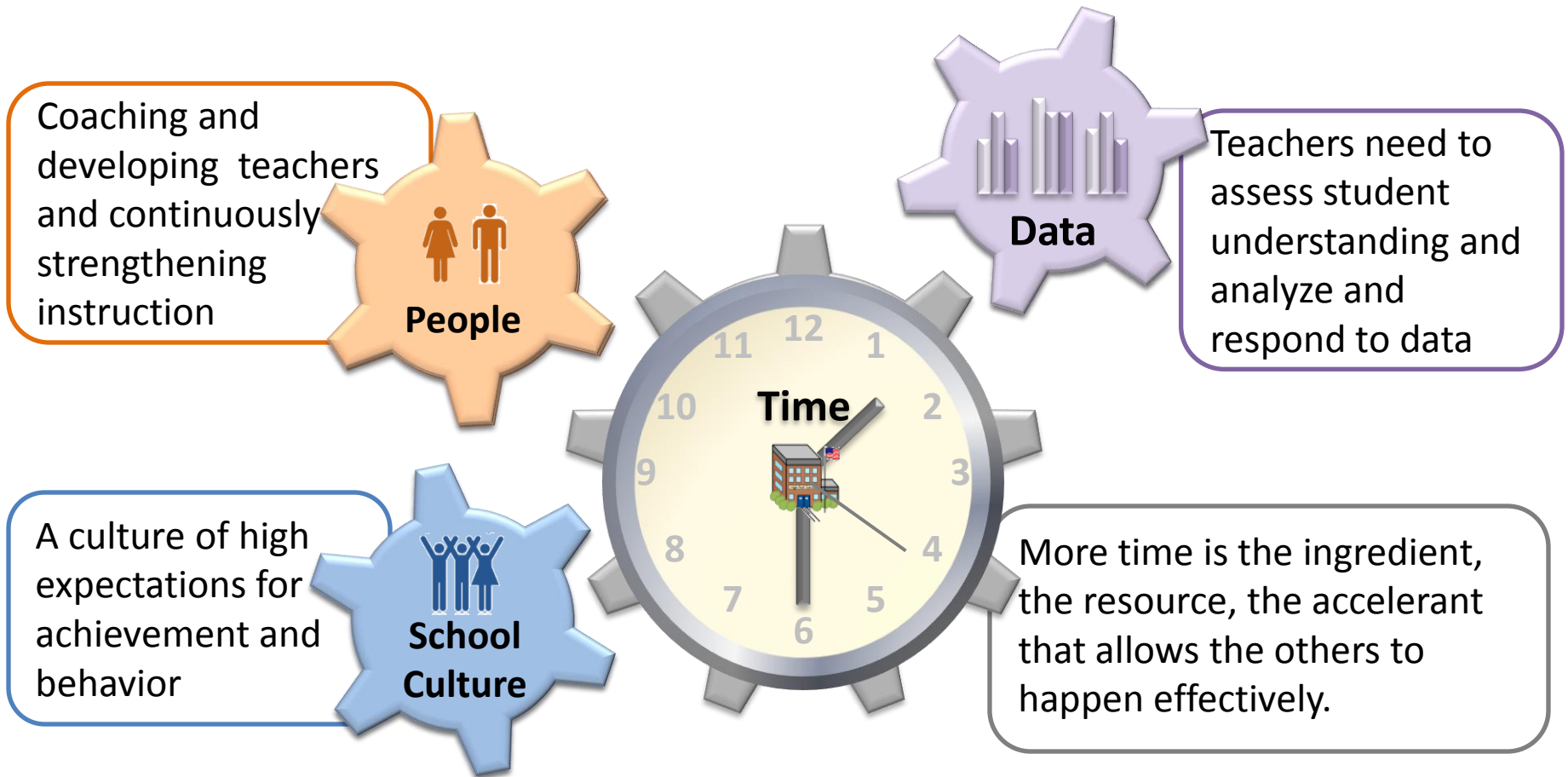


Adding 300 hours (25% more time) for 10% additional cost

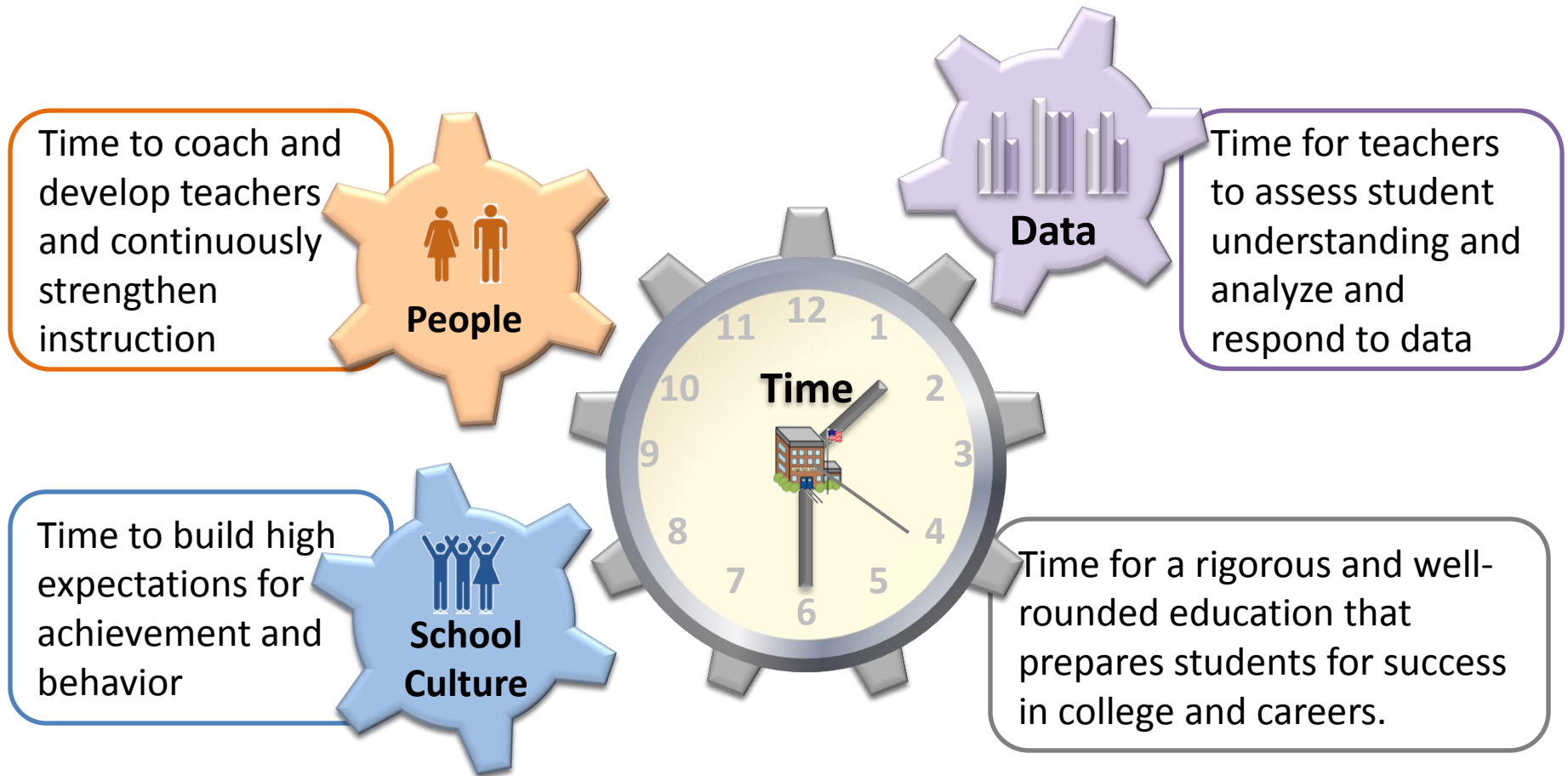


Add 20 school days and have 167 school days BEFORE AIMS for 2% additional cost

Time is the Essential Element



Time is the Essential Element





Expanded Learning Time means...



At least **300 hours** of additional learning time for all students



A **balanced approach** to the school day

- more time for core academics, enrichment, and teacher collaboration



A catalyst for **school redesign and turnaround**



Better integration of **community partnerships**
and expertise into the school day



Deeper implementation of school and district priorities

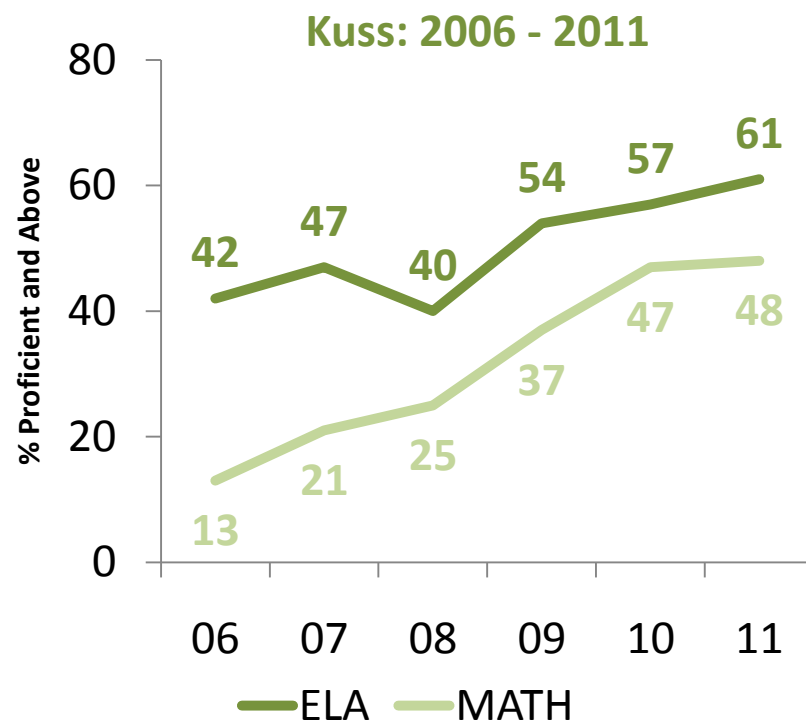
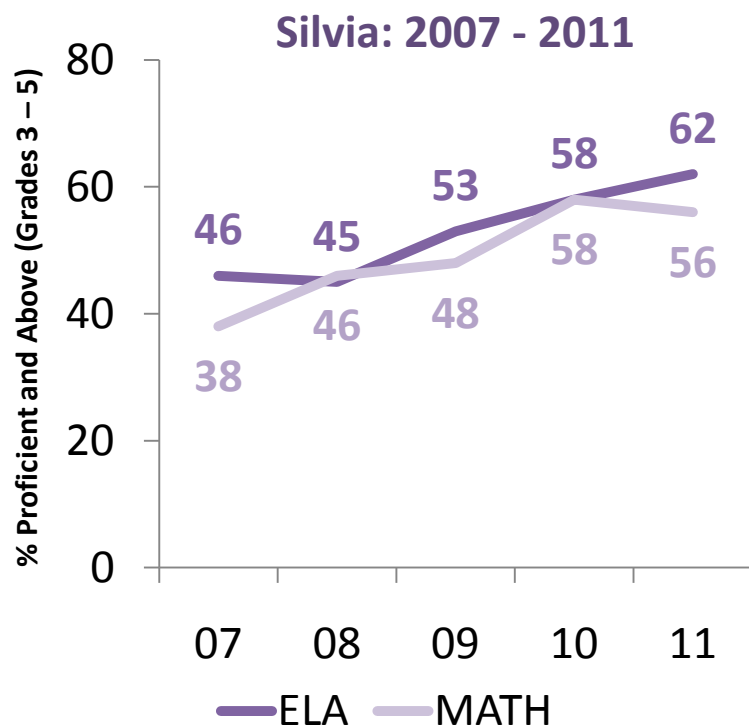


What would you do with **300 HOURS**
of additional time in your school year?

Fulfilling the Promise of Expanded Learning Time

Percent of Students Scoring Proficient

Silvia Elementary School (Grades PK – 5) and Kuss Middle School (Grades 6 – 8)



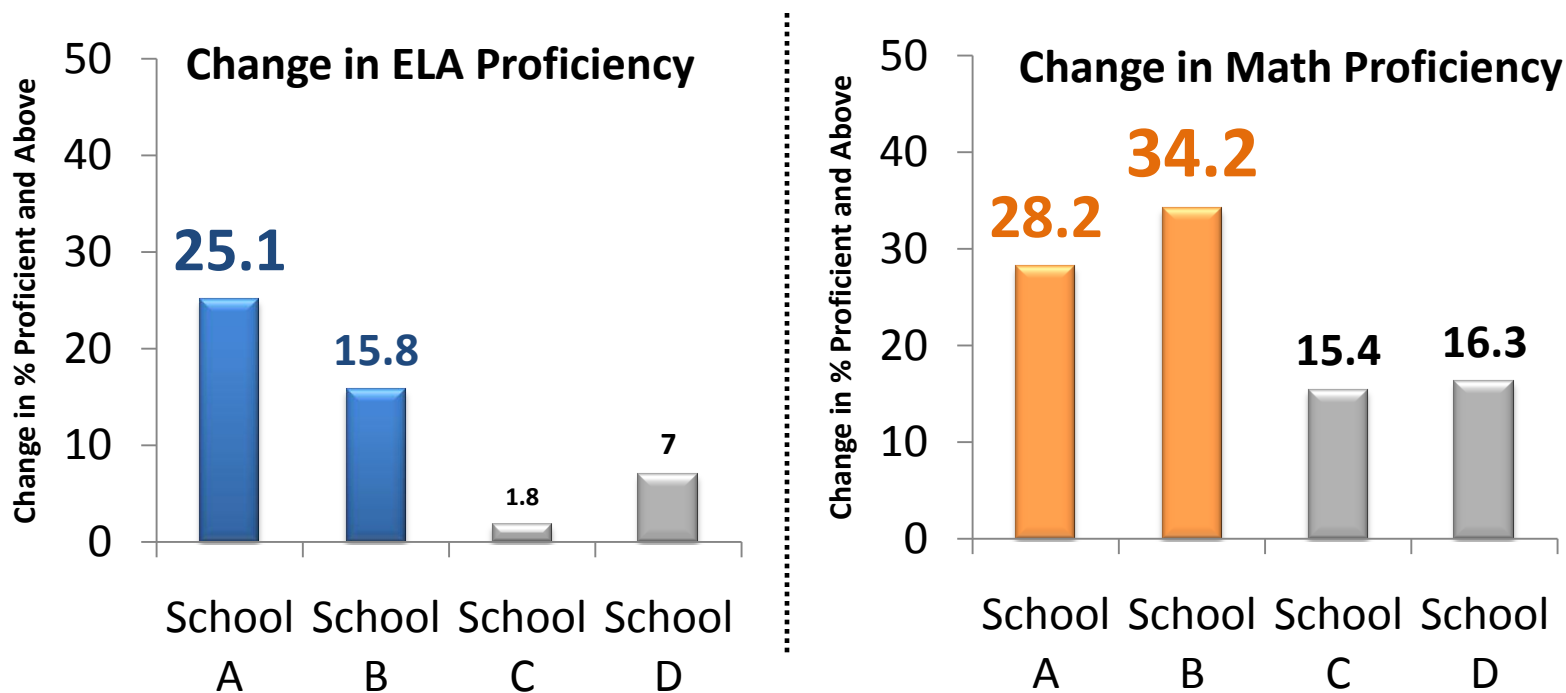
NOTES:

- Proficiency rates aggregated and weighted across Grades 3 – 5 and Grades 6 – 8

More Time Alone Does Not Guarantee Results

Four Year Change in Proficiency: (2006 – 2010)

Top Performing and Bottom Performing Middle Schools with Four Years of ELT

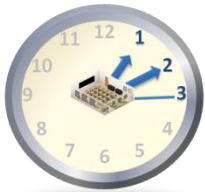


Schools A & B: Higher Performing Schools
Schools C & D: Lower Performing Schools

Eight Powerful Practices at High Performing Expanded Time Schools

OPTIMIZE TIME

FOR STUDENT LEARNING



- 1 Make Every Minute Count
- 2 Prioritize Time to Focus on a small set of school-wide goals
- 3 Individualize Learning Time and Instruction based on Student Needs

USE TIME TO HELP STUDENTS

THRIVE IN SCHOOL AND
BEYOND



- 4 Build a School Culture of High Expectations and Mutual Accountability
- 5 Provide a Well-Rounded Education
- 6 Prepare Students for College and Career

DEDICATE TIME

TO IMPROVING TEACHER
EFFECTIVENESS



- 7 Continuously Strengthen Instruction
- 8 Relentlessly Analyze and Respond to Data

Increasing Learning Time – Where to Begin



Making Every Minute Count – Support schools and districts in assessing how well they are currently using time



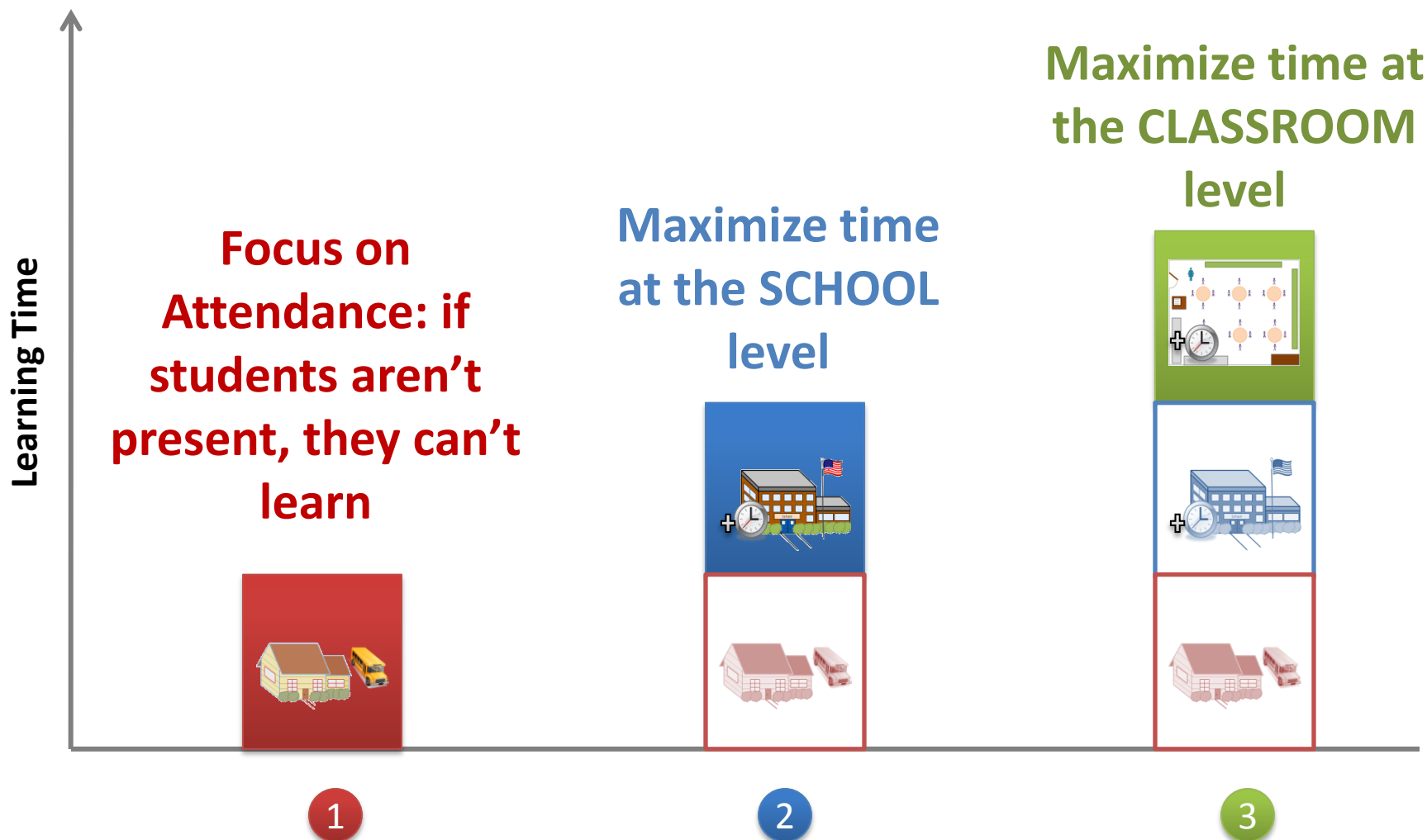
The student day can be longer than the teacher day
– Cost effective solutions depend on the creative and flexible allocation of resources – people, time, funding



Arizona Department of Education
MEGA Conference
November 16, 2011

Making Every Minute Count

Three Steps to Making Every Minute Count



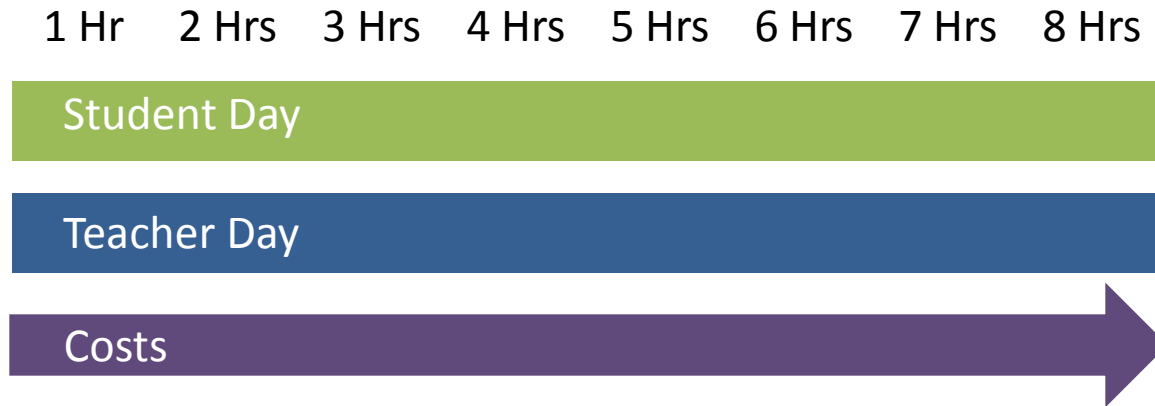


Arizona Department of Education
MEGA Conference
November 16, 2011

Using Resources Creatively is the
Key to Expand Learning Time

Moving Beyond the Teacher Day = the Student Day

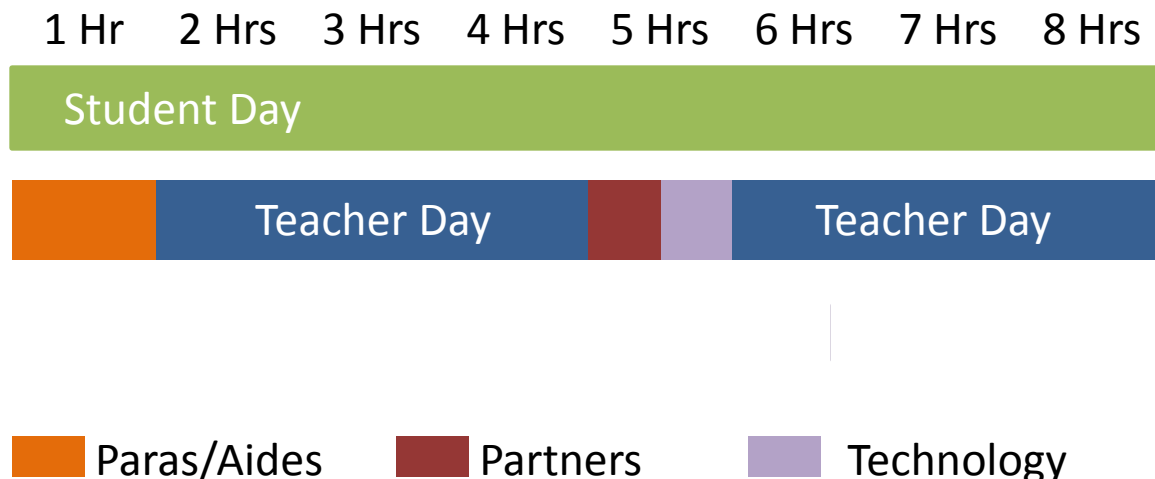
Simplistic Approach to an Expanded School Day



Drawbacks

- ✓ Costly
- ✓ Difficult to negotiate
- ✓ May not suit student or teacher needs

Creative and Flexible Approach to an Expanded Day



Benefits

- ✓ More cost effective
- ✓ Brings in outside expertise
- ✓ Provides scheduling flexibility for teacher prep, PD, and collaboration

Expanding Learning Time – It All Comes Down to Resource Allocation



Flexible roles reduce costs; consider using community partners

Staffing



Reallocate local, state, and federal funding

Braid Funding Sources



Stagger days or start time for staff to increase student time

Flexible Scheduling



Reconsider district expenditures and allow for more flexibility

District Policies



Use new technology to expand time, reduce costs, and create flexibility

Technology



Alter ratios to save costs while increasing learning time for all

Student Teacher Ratios

Generation Schools: The Game Changer

Public, District, Unionized High School – Brooklyn, NY

More learning time 200 7-hour days (320 more hours)

Small class size 14-18 students

Expanded collaborative planning time 2 hours every day

Reduced student load for teachers 60 or fewer students

Reduced course load 3 classes per day

More Professional Development 20 or more days per year



**No Additional
Teacher Time**



**No Additional
Cost**

Preparing Students for Post Secondary Success: Internships and College Readiness

To offer Intensives and a longer school year Brookline Generations has two sets of teachers.

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Gr 9	Students	Regular Classes				INT.	Regular Classes			INT	Regular Classes	
	Teachers					OFF				OFF		
Gr 10	Students	Regular Classes			INT.	Regular Classes	INT.	Regular Classes				
	Teachers				OFF		OFF					
Gr 11	Students	Regular Classes	INT.	Regular Classes				INT.	Regular Classes			
	Teachers		OFF					OFF				
Gr 12	Students		INT	Regular Classes							INT	
	Teachers		OFF								OFF	
Intensive Teachers (All grades)		OFF	Intensive Classes				OFF	Intensive Classes				

Preparing Students for Post Secondary Success: Internships and Intensives

Rotating 4 week Intensive Programs – Tailored to the needs of each grade level

Seniors

Sept & June “I am Ready”

Students complete college applications and receive “life-readiness” training.

Juniors

May & April – Campus Life & Internships

Students visit campuses, identify colleges they will apply to and participate in internships and community service projects

Sophomores

Dec & March- Nonprofit & Public Sector Experiences

Students adopt a cause and engage in real-life projects to effect change (e.g. Doctors without Boards, United Way, etc.)

Freshmen

Jan & May - Private Sector Experiences

Students explore fields that interest them: Medicine and Health, Tech and Engineering, Media and Journalism



200-Day School Year



Added 20 days to the school year in 2009-2010



School year begins on July 25



Spring Break comes after AIMS testing



20 More school days before AIMS testing



AZ state law provides additional 5% of District operating budget (ARS 902.02)

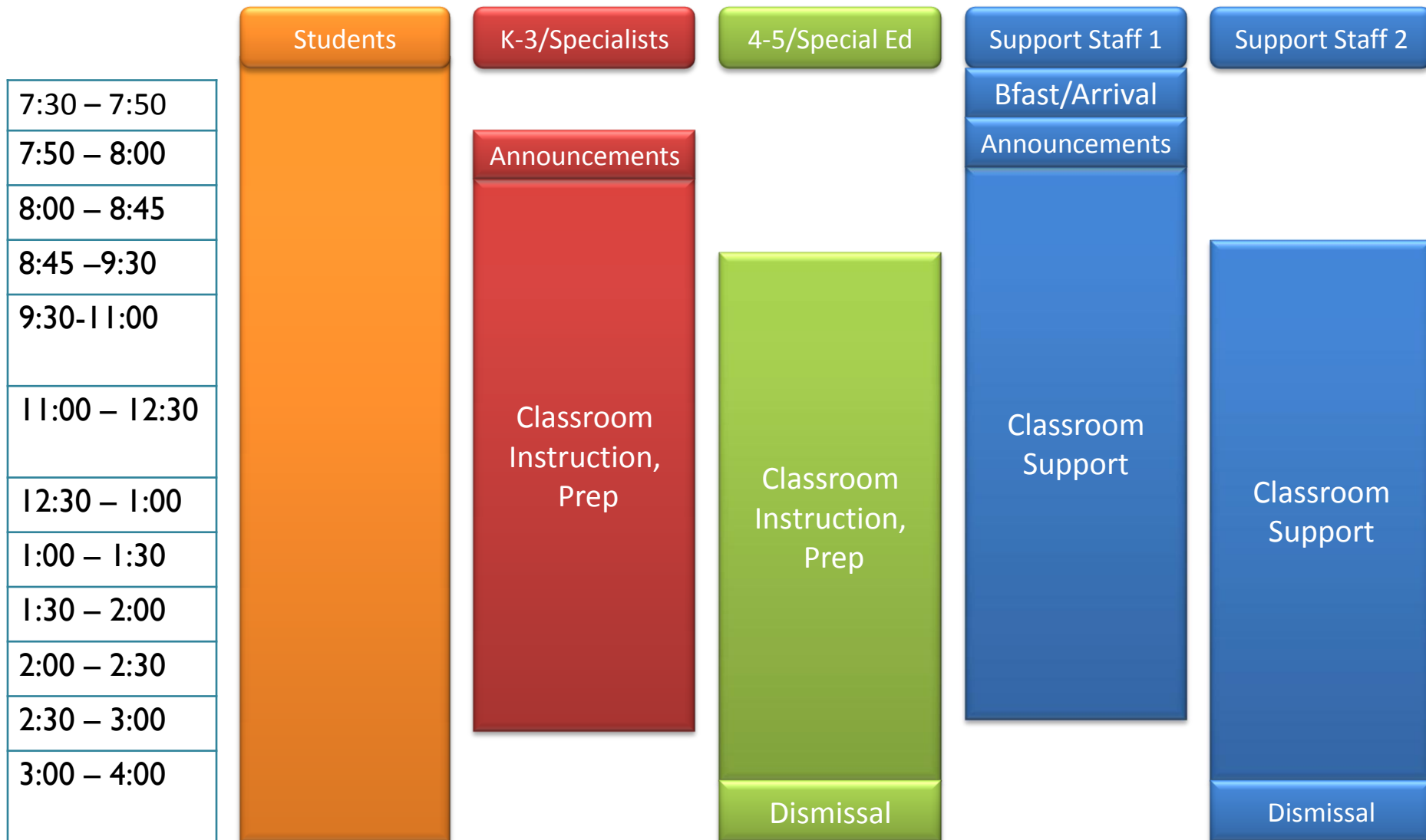


20 Additional days only costs Balsz 2%

AZLEARNS Performance Labels

School	FY2009	FY2010	FY2011
Griffith	Performing Plus	Performing Plus	Highly Performing
Brunson Lee	Performing Plus	Performing Plus	Performing Plus
Balsz	Performing	Performing	Performing Plus
Crockett	Underperforming	Performing	Performing Plus
Orangedale	Underperforming	Performing	Performing

Stubbs Elementary School – Staggering Staff Schedules



Kuss Middle School

More Time = Personalized Schedules

Kuss School Facts

Location	Fall River, MA
Grades	6 – 8
Start/End Time	7:18 – 3:30
# of Students	648
% Low Income	82

Designated “Chronically Underperforming” in 2004

Expanded School Day in 2006

Made AYP past two years in 2009 and 2010

WHAT IS IT?

- Students receive Intervention, Electives, or Acceleration depending on identified needs
- Small group ELA and/or math support

HOW MUCH TIME?

- 45 minutes, 1 to 6 times per week
- Between 27 and 162 hours of additional academics depending on student needs

Kuss Middle School – Modular Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
7:18-8:06	Core: Science	Core: Science	Core: ELA	Core: Math	Elective
8:08-8:52					Math Ramp Up
8:54-9:38	Specialty	ELA Ramp Up	Core: Math	Core: Science	Core: SS
9:40-10:24	Core: Math	Science Elec.			Specialty
10:28-11:12		Core: SS			
11:14-12:26	LUNCH				
	Core: SS	Specialty	Core: SS	ELA Ramp Up	Specialty
12:28-1:12	Core: ELA	Core: Math	ELA Ramp Up	Core: ELA	Core: Science
1:14-1:58			Math Ramp Up		
2:00-2:44	Elective	Core: ELA	Core: Science	Core: SS	Core: Math
2:46-3:30	Science Elec.				

Core
Subjects

Additional
Academics

Specialty
(art, PE,
health)

Enrichment
Elective

SAMPLE 7th GRADE TIER 3 STUDENT SCHEDULE

Using Partnerships to Expand the Day

Edwards School Facts	
Location	Boston, MA
Grades	6 – 8
Start/End Time	7:25 – 4:00
# of Students	496
% Low Income	76

**Partnership with
Citizen Schools creates
small group academic
intervention and
robust enrichment
programs**

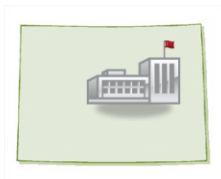
Sample Edwards Student Schedule: With ELT	
7:20-7:30	Homeroom
Block 1 7:35-8:40	Core Subject: ELA
Block 2 8:42-9:44	Core Subject: Math
9:47-10:02	Snack
Block 3 10:05-11:07	Unified Arts (PE, Music, Art)
Block 4 11:10-12:12	Core Subject: Social Studies
12:15-12:40	Lunch
Block 5 12:40-1:42	Core Subject: Science
Block 6 1:45-2:45	Academic Leagues
Block 7 2:45-4:00	Rotating Elective

Partnerships = More Learning Time and Personalization

6 th Grade Schedule Taught by Citizen Schools		
Block 6 1:45-2:45	Homework Support	Homework Support
Block 7 2:45-4:00	Apprenticeships and 21 st Century Skills	Small Group Math Support
		College and Career Readiness

7 th and 8 th Grade Schedule Taught by 6 th , 7 th , and 8 th grade teachers		
Block 6 1:45-2:45	Small Group Academic Support	Small Group Academic Support
Block 7 2:45-4:00	Electives	Additional Period of Academic Support

Technology to Support Reading in Sheridan, CO



**Fort Logan Elementary School
(Sheridan, CO)**



**50 Struggling 3rd Grade
Readers—split into two
groups of 25 students**



**3 Teachers—2 Literacy
Specialists, 1 Long Term Sub**



1 Librarian

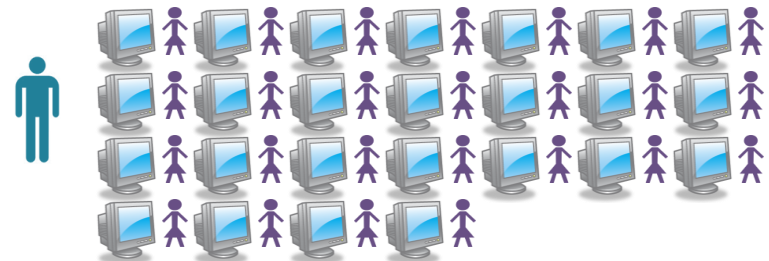
Reading Intervention: 45 min, 3x/week
➤ 2 separate supports alternate weekly

1st Support: Small Group Instruction



**25 students receive 45 min. small group
instruction in groups of 8 to 9
- Vocabulary, Reading, Spelling, Phonics**

2nd Support: Adaptive Online Content



**25 students receive 45 min. reading
content from Houghton Mifflin Harcourt**

Expanding Learning Time: The Keys to the Castle



Flexible rules reduce costs; consider using community partners

Staffing



Reallocate local, state, and federal funding

Braid Funding Sources



Stagger days or start time for staff to increase student time

Flexible Scheduling



Reconsider district expenditures and allow for more flexibility

District Policies



Use new technology to expand time, reduce costs, and create flexibility

Technology

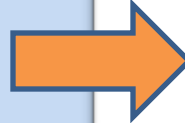


Alter ratios to save costs while increasing learning time for all

Student Teacher Ratios

How Can You Support Your School/s in Adding Learning Time?

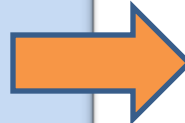
- **Prioritize Expanded Learning Time:** it is the ingredient that makes the other requirements possible



Key Messages

- More time enables you to do everything better
- There are cost effective solutions

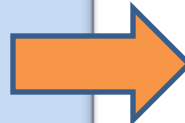
- **Spur Action & Innovation** with specific guidelines and requirements



Suggested Requirements

- 300 hours
- All students
- Blended approach to staffing

- **Offer guidance/support** on effective learning time practices



- Share specific examples
- Effective ILT practices
- Improving use of time

NCTL' s Framework for District and State Guidance



Quantity of Increased Learning Time



Goals and Purpose of ILT



The Effective Use of ILT



Allocating Resources to Increase Learning Time



Using ILT for Personalized Instruction and Tiered Interventions



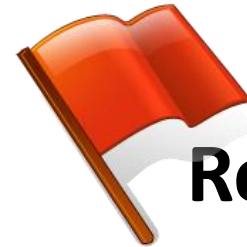
Using ILT to Strengthen Instruction



Questions to Ask



What Should You Look For?



Red Flags

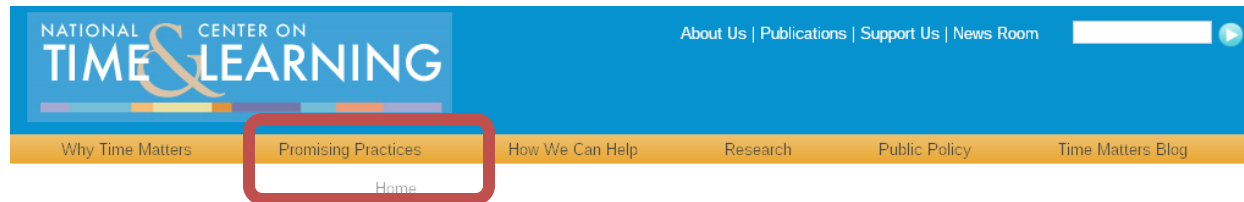
NCTL' s Framework for SEA/LEA Guidance

Allocating Resources to Increase Learning Time

Questions to Ask	What To Look For or Require	Red Flags
<ul style="list-style-type: none">• How will you use staff flexibly (staggered schedules, shifts of staff, multiple roles, etc.) to allow you to increase student learning time?• How are you using funding resources (federal, district, and grants) differently from previous years in order to gain more learning time?• What other resources will you use to increase learning time (e.g. technology, partners, etc.)?• What allowances has the LEA made for SIG schools so they can allocate resources in a way that increases learning time?	<ul style="list-style-type: none">• Staffing solutions that provide more time for student learning and additional time for teacher collaboration.• Approaches that provide additional learning time for students but do not rely on an equal amount of additional time from all teachers.• Using staff in ways that match their level of qualification and expertise (e.g. teachers are not staffing breakfast, lunch, study periods – instead their time is primarily used for instruction).• The use of technology and software programs to provide targeted learning time for students.	<ul style="list-style-type: none">• Single source staffing approach to increasing learning time – additional time is only staffed by teachers, by one partner organization, or only using technology solutions.• No mention of changes in how funding resources (federal, state, or grants) will be spent in an expanded day or year. There needs to be a clear “before/after” scenario.• No mention of autonomies that schools have been granted by LEAS that allow them to increase learning time.

8 Powerful Practices: Additional Resources

www.timeandlearning.org



Links to each Practice



Promising Practices

- > [Make Every Minute Count](#)
- > [Focus Learning Time](#)
- > [Individualize Instruction](#)
- > [Deepen Student Engagement](#)
- > [Strengthen Instruction](#)
- > [Analyze and Respond to Data](#)
- > [Prepare for College and Career](#)
- > [Create a Culture of High Expectations](#)

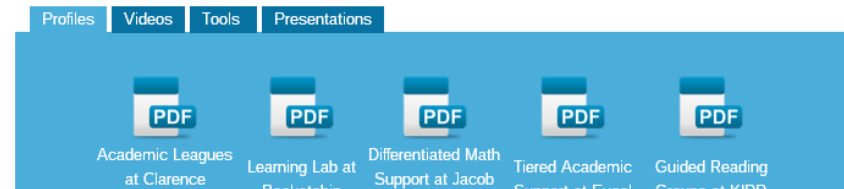
Individualize Instruction

Successful schools recognize that a one-size-fits-all approach to education will not yield success with the diverse array of learners most schools now serve. In order to help all students achieve at enhanced levels, each student must have a schedule and an academic program that are tailored to address their individual needs. An expanded schedule is the linchpin to this individualized approach, allowing schools to offer double, and sometimes triple, doses of instruction and to tailor the instructional approach to best address student skill and knowledge gaps. With more time, teachers and administrators can [use data](#) to identify standards to review and re-teach and design learning opportunities – including one-on-one tutoring, small group work, and technology supported interventions – that help every student achieve mastery.



The resources found below provide examples of successful methods to individualize instruction and how student data is used to drive the process.

Links to Videos, Profiles, Tools, and Presentations





Resources

- ✓ **National Center on Time and Learning** (lots of valuable resources, examples, tools, etc.)
www.timeandlearning.org
- ✓ **School Turnaround Learning Community** (talk about the ILT strand, how to access support through webinars, discussions, resources, etc.)
www.schoolturnaroundsupport.org
- ✓ **Doing What Works:** *Increased Learning Time* (entire topic goes and PD package) <http://dww.ed.gov>